

6TH Citation Narrative

The faculty grievance policy has been revised. This revision has been approved by the Board of Directors on November 4, 2019.

3-1-202(d)

The policy was included in the Faculty Handbook (p. 17) and signed Acknowledgement and Receipts from faculty teaching of current term (fall quadmester) are attached.

Acknowledgment and Receipt of Revised (10/16/2019) Faculty Handbook Including Grievance Procedure

It is my responsibility to be aware of the contents of the handbook regarding University Policies and Procedures. I further acknowledge my responsibility to attend an Adjunct and Faculty meeting each year of my employment. I understand this receipt will be placed in my personnel file. This signed Acknowledgment form of the University-wide Faculty Handbook is a condition of employment for all RNU faculty.



Employee's Signature




Employee's Name (Print)

10-27-19

Date

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Employee's Signature




Employee's Name (Print)

Date


11/02/2019

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Employee's Signature




Employee's Name (Print)

11/1/2019


Date

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Employee's Signature



Employee's Name (Print)

11/01/2019
Date

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Employee's Signature




Employee's Name (Print)

11/2/2019


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Employee's Signature




Employee's Name (Print)

11/11/2019


Date

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Employee's Signature



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Employee's Signature



Employee's Name (Print)

11/1/2019

Date

7TH Citation Narrative

The University Catalog has been revised to match the program names as approved by ACICS. This revision has been approved by the Board of Directors on November 4, 2019.

Section 3-1-303(e)

The grading system has been changed (p. 21).

The grading system used at the Reagan National University is as follows:

<u>Grade</u>	<u>Point Value</u>	<u>Significance</u>
A	4.00	
B	3.00	
C	2.00	
D	1.00	Only for Undergraduate
F	0.0	Failure
AU	0.0	Audit
I	0.0	Incomplete**
R	0.0	Repeat
S	0.0	Satisfactory***
U	0.0	Unsatisfactory***
W	0.0	Withdraw
TR	0.0	Transfer****

** An incomplete "I" may be given in lieu of a grade when circumstances beyond a student's control have prevented completing a significant portion of the work of a course within the allotted time. The student's performance in the course must otherwise be satisfactory. An incomplete must be removed in a manner and within the time determined by the instructor. It may not be continued beyond one quadmester from the end of the quadmester in which the "I" is given. Failure of the student to remove the "I" by that date will result in an automatic grade of "F" being placed on the student's permanent transcript. An "I" cannot become a withdrawal "W".

*** Given only for classes using the Satisfactory/ Unsatisfactory Grading Option.

**** To be eligible for transfer credits, students must have passed the course(s) with a C or better grade (2.0 on a 4.0 grade point average scale). Credits taken pass / fail cannot be transferred.

8th Citation Narrative

Section 3-1-500

The Board of Directors has established the mission of Reagan National University as follows:

Reagan National University prepares committed students for successful employment in a rewarding profession through high-level training, real world experience and student-centered support that develops the knowledge, skills, and professionalism required in today's workplace.

-Board Action (Reapproved January 2019)

Reagan National University offers high quality educational programs to our students. Every year we have placed our students into job markets, domestically and international. Our 2019 PVP, which was verified by ACICS, is 83% and is higher than the benchmark set up by ACICS. It is proved that our programs and curriculum are matching with the needs of employers. In addition, according to the 2018 Employer Survey, out of the 22 responses we have received from our graduates' employers, there are 17 (77%) employers out of 22 responded either Satisfied or Very Satisfied. In the 2018 Graduate Satisfaction Survey, the overall average is 4.3/5.0 which is above the 4.0 baseline we have set up for the year. 4.0 represents Satisfied and our graduates' comments to us is above Satisfied. Both surveys identify RNU offers degree programs which provide "the knowledge, skills, and professionalism required in today's workplace."

As an effort to improve our programs, RNU has a Program Advisory Committee which composed of employers, alumni and faculty from other colleges. Recently, the Board of Directors has decided to split the Program Advisory Committee into two, one for the IT programs and the other one for Finance and Management programs. Meetings minutes for both committee are attached (Attachment 1).

Leveraging community resources and local partnerships supports high-quality academic and enrichment opportunities by broadening the experiences that may be typically offered to our students and by expanding access to local expertise. Better aligning and utilizing these resources can also help RNU identify and access low-cost services or facilities to support learning opportunities on and off our University. RNU has arranged fieldtrips for our students to visit local businesses such IT and financial corporations. Guest speakers also were invited to join us on campus as guests of our "CEO Talk Show." The last CEO who had attended the CEO Talk Show was [REDACTED], Senior VP of Avera Health. Avera Health is the major medical services provider in the Sioux Falls Metropolitan. (Community Resources for RNU Academic Programs and field trip and CEO Talk Show sign-in sheets are attached as Attachment 2).

**Reagan National University
Program Advisory Board Meeting Minutes
March 1, 2019
Room 3**

Advisory Board Members present:

██████████, CPA (Chair) – Newwave PA (Sioux Falls, SD)
██████████ – Newsberry Tech (Cleveland, OH)
██████████ – Ensurance (Sioux Falls, SD)
██████████ (Sioux Falls, SD, Alumnae)
██████████ (St. Louis, Faculty of Webster University)

RNU director/staff present: Harold Harris (President), Adam Yang (Academic Dean),
██████████ (Chair, IT), ██████████ (Chair, Management).

Meeting was called to order at: 10:00 by Chairman Rong

Meeting Minutes

Meeting minutes from August 8, 2018 were unanimously approved.

President Harris welcomed everyone and each person present introduced his or her self.

President Harris gave a University update.

President Harris gave a University update. The President introduced new alumnae, ██████████
██████████ who will join the Advisory Board as full participating members. We look forward
to her participation.

Committee Reports

██████████ – **Legislative Committee**

Rong provided a brief update on the state of student health insurance options. Bidding will begin in November and will probably result in two to three options for the university to choose from. For the most part, students do not have much say in which carriers or plans are chosen. For example, increases can be distributed such that all plans see a smaller percentage of increase or such that one type of plan sees a large increase while others see none. The hard waiver (minimum coverage requirement, mental health options, etc.) is not open to negotiation.

██████████ – **Leadership Committee**

Yang mentioned there was general interest in trying to bring in some speakers to talk about

what people do after they receive their Ph.D., especially for those in non-academic careers. One area of particular interest is people not working directly in science. This also led to discussion of something done in the past with a panel of people discussing their careers. We agreed to try and identify some names and see if we could invite some people in for this.

██████████ - Careers Committee

We will create a survey to send to recent graduates to see how they conducted their job search and to find out what they feel worked and what didn't. The survey should be short, consisting of three to four questions, which may vary by department.

Adam Yang - Careers Committee

In light of the setback that no students enrolled in the Fall offering of BSIT-MIS our discussion focused on marketing the program. The previous Spring had good enrollment, so what was the difference? Salman noted that there were numerous opportunities to present the program at the high schools during the Fall quadmester, but not so much during the Spring quadmester. Perhaps "extra" marketing effort to high school students would be required in Spring semesters. Posters, fliers, and other materials should be provided to the high schools.

In closing the President suggested the next meeting would be in the summer 2019, either August or September. In the meantime, each committee chair should contact each their members for a status report each month. There was no further business.

Chairman Rong adjourned the meeting at 12:44 pm.

**Reagan National University
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March 1, 2019
Room 3**

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In closing the President suggested the next meeting would be in the summer 2019, either August or September. In the meantime, each committee chair should contact each their members for a status report each month. There was no further business.

Chairman Rong adjourned the meeting at 12:44 pm.

Reagan National University
IT Graduate Program Advisory Board Meeting Minutes
November 6, 2019
Room 3

Advisory Board Members present:

██████ (Chair) – CCC Information Services Inc. (Sioux Falls, SD)
██████ (Vice Chair) – Next Level Technology (Sioux Falls, SD)
██████ (Sioux Falls, SD, Alumnae, MS – CS 2016)
██████ (Faculty)
██████ (Student Representative)
██████ (Faculty, Southeast Tech)

RNU staff present: Harold Harris (President), Adam Yang (Academic Dean), ██████
██████ (Chair, IT).

Meeting was called to order at: 10:00 by Chairman Hill

President Harris welcomed everyone and each person present introduced his or her self.

President Harris gave a University update.

President Harris gave a University update. He gave an introduction about this newly established IT Graduate Program Advisory Board. He pointed out this board provides guidance and direction for the IT faculty, the administration and the University itself. Collectively, it is all responsible for making sure that the University's offerings are relevant and of high quality. External stakeholders from local businesses, industries, government and education provide value in helping to deliver academic program. The Boards of Directors set terms for advisory board members for a two-year term limit, after which they may renew additional terms based on the advisory board member's interest, involvement, or the needs of the board or university. We would like to meet at least twice a year. He thanked everyone for participation to enhance the University's IT graduate programs.

Committee Reports

██████ – **Technology Review Committee**

Madison provided a brief description of this committee. The Technology Review Board is a standing committee that receives project proposals or requests for consultation at any point during the fiscal year. The TRB assesses proposals and requests against technical, budgetary and personnel dimensions of solutions against standards, specifications and guidelines.

Sponsors of project proposals or requests will submit those requests to the committee chair,

who will forward them to the TRB as necessary. The TRB chair may consult with sponsors of proposals or requests to ensure completeness and accuracy; the TRB chair will then route the proposals or requests to the full committee for review and assessment. The TRB may ask additional stakeholders or experts to participate in their evaluation.

██████████ - Technology Training Committee

Technology Training Committee is a critical component of an institution's success and provide community members with the skills needed to leverage workplace tools and keep business processes efficient and effective.

The RNU Technology Training Committee is asked to create and propose a technology training and consultation program that will improve technology skills for staff and faculty through training in the use of existing and new software, resulting in improved productivity with University applications and increased technology awareness University-wide.

██████████ - Careers Committee

New employees lack specific area skills. Networking basics and virtualization are his top two, with system administration. Many have never installed Linux before. Encourage people to use virtualbox. Many haven't opened a machine to replace memory. Madison noted that the market trend is going to commoditizing hardware. While it's good to understand the technology, larger companies like Google and Facebook just replace servers rather than fixing them. Understanding how software fits together is more a trend. Hill: most people are moving towards virtualization. Miller asked about network administration; Morris said that is distinct from system admin. Madison said that Linux is a base operating system. Keep OpenStack in mind. Focus should be on the outcome we're trying to achieve. We're focusing on the end result. Students need to understand what outcome they're working towards. Nunez Vaca said that Linux was absolutely necessary unless you went to a small Windows-only shop. Hands-on command line experience with Linux is absolutely essential. Miller also asked what languages to teach. Cisco uses Python, Puppet, with IoT it's probably C. Madison said he can't predict; it's nice to be able to know a lot of languages. Groupings are assembly, C-compiled, Object-oriented (Java, C++), scripting languages, C#. Williams (LinkedIn): their data can help.

In closing the President suggested the next meeting would be in the spring 2020. In the meantime, each committee chair should contact each their members for a status report each month. There was no further business.

Chairman Hill adjourned the meeting at 12:44 pm.

Attachment 1
Community Resources for RNU Academic programs

Program: Computer Science

Date/Time Frame	Event/Activity
Ongoing	On the mailing list of the Dakota Seeds program. This program encourages companies to offer internships in the STEM (Science, Technology, Engineering, and Math), accounting, or manufacturing fields. RNU shares information about this program with students from IT.
Ongoing	Participate activities of the South Dakota Chamber and Economic Development Council. SDCEDC was formed for the purpose of promoting the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.
June 12, 2019	Guest speaker: [REDACTED], VP of Advancement Dakota Resources Writer of <i>TOP 10 COMMUNITY ECONOMIC DEVELOPMENT ACTIONS FOR SOUTH DAKOTA RURAL COMMUNITIES</i> . Sign-up sheet attached.
October 24, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], Senior VP, Avera Health Sign-up sheet is attached.
October 25, 2019 1:00 – 3:30	Field Trip: Team Logic IT is a company delivers highly available, secure and flexible IT systems, filling the void in the market for a trusted technology advisor. Sign-up sheet is attached.
December 20, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], VP of Operation, [REDACTED]
January 7, 2020 1:00 – 3:30	Field Trip: Raven is a technology company that creates innovative solutions to great challenges. Utilizing our strength in engineering, manufacturing, and technological innovation, Raven is a leader in precision agriculture, high performance specialty films, and situational awareness markets.
January 14, 2020 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], President, MIDCO

Attachment 1

Program: Information Systems Management

Date/Time Frame	Event/Activity
Ongoing	On the mailing list of the Dakota Seeds program. This program encourages companies to offer internships in the STEM (Science, Technology, Engineering, and Math), accounting, or manufacturing fields. RNU shares information about this program with students from IT.
Ongoing	Participate activities of the South Dakota Chamber and Economic Development Council. SDCEDC was formed for the purpose of promoting the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.
June 12, 2019	Guest speaker: [REDACTED], VP of Advancement Dakota Resources Writer of <i>TOP 10 COMMUNITY ECONOMIC DEVELOPMENT ACTIONS FOR SOUTH DAKOTA RURAL COMMUNITIES</i> .
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January 14, 2020 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], President, MIDCO

Attachment 1

Program: Management

Date/Time Frame	Event/Activity
Ongoing	On the mailing list of the Economic Development Partnership Program. This program provides matching grants to assist in funding equipment and training needs, new staff, or to elevate existing part-time staff, for the purpose of developing or expanding local and community economic development programs. Job opportunities will be shared among student and faculty.
Ongoing	Participate activities of the South Dakota Chamber and Economic Development Council. SDCEDC was formed for the purpose of promoting the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.
Ongoing	Associated with the South Dakota International Trade Center. The ITC office is a partnership between the U.S. Small Business Administration, South Dakota Governor's Office of Economic Development, South Dakota Small Business Development Center, the Sioux Falls Development Foundation and works closely with the U.S. Commercial Service. It can provide import-export data to RNU management students.
Ongoing	Associated with the South Dakota Small Business Development Centers. SBDC provide a full range of confidential business counseling to the state's entrepreneurs. RNU students can also use the service for free counselling.
June 12, 2019	Guest speaker: [REDACTED], VP of Advancement Dakota Resources Writer of <i>TOP 10 COMMUNITY ECONOMIC DEVELOPMENT ACTIONS FOR SOUTH DAKOTA RURAL COMMUNITIES</i> .
October 24, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED] Senior VP, Avera Health Sign-up sheet is attached.
October 28, 2019 1:00 – 3:30	Field Trip: Xcel Energy is a major U.S. regulated electric and natural gas delivery company located in Sioux Falls with four utility subsidiaries. It serves 3.6 million electric and 2 million natural gas customers from Minnesota, North Dakota, South Dakota, Wisconsin, Michigan Colorado, Texas and New Mexico. Sign-up sheet is attached.
December 20, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], VP of Operation, Lewis Drug
January 10, 2020 1:00 – 3:30	Field Trip: Baldwin Supply Company is a leading distributor of mechanical power transmission, conveyor belt and electrical control products in the upper Midwest. With our knowledgeable, dedicated staff, convenient stocking locations and our many value-added services.
January 14, 2020 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], President, MIDCO

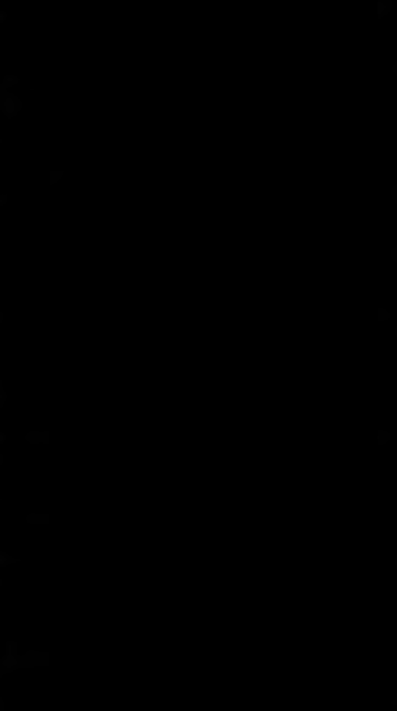
Attachment 1

Program: Finance

Date/Time Frame	Event/Activity
Ongoing	On the mailing list of the Economic Development Partnership Program. This program provides matching grants to assist in funding equipment and training needs, new staff, or to elevate existing part-time staff, for the purpose of developing or expanding local and community economic development programs. Job opportunities will be shared among student and faculty.
Ongoing	Participate activities of the South Dakota Chamber and Economic Development Council. SDCEDC was formed for the purpose of promoting the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.
Ongoing	Associated with the Proof of Concept Fund Program. The Proof of Concept Fund will provide up to \$15,000 investments for eligible applicants to conduct research demonstrating the technical and economic feasibility of an innovation significantly enhancing the likelihood of commercialization of the innovation. It can provide financial data to RNU management students.
Ongoing	Associated with the South Dakota Small Business Development Centers. SBDC provide a full range of confidential business counseling to the state's entrepreneurs. RNU students can also use the service for free counselling.
June 12, 2019	Guest speaker: [REDACTED], VP of Advancement Dakota Resources Writer of <i>TOP 10 COMMUNITY ECONOMIC DEVELOPMENT ACTIONS FOR SOUTH DAKOTA RURAL COMMUNITIES</i> .
October 24, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], Senior VP, Avera Health Sign-up sheet is attached.
October 31, 2019 1:00 – 3:30	Field Trip: Aladdin Companies helps local business grow by providing simple, competitive leasing and financing solutions. We are also an approachable investment partner for growing businesses. Sign-up sheet is attached.
December 20, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], VP of Operation, Lewis Drug
January 11, 2020 1:00 – 3:30	Field Trip: Sprink Financial Group develops business and estate plans and tax minimization strategies for business owners and families. It focuses on the entire financial picture meaning it can handle the investments, insurance needs, and will guide clients as we can in many other areas.
January 14, 2020 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], President, MIDCO

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██████████

[illegible]

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[illegible]This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

Student Activities Sign-in Sheet

Date/Time: October 28, 2019 1:00 pm

Event/Activity: Field Trip: Xcel Energy

Signature

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

—

9th Citation Narrative

Section 3-1-501

Reagan National University has a Faculty Council which is composed by University faculty (Faculty Handbook (p.2)). The Chair of the Faculty Council is the faculty representative to the Board of Directors and is a voting member. (catalog p. 9).

Faculty Council. The Faculty Council is a deliberative, representative, and legislative body for Reagan National University faculty. The Council is empowered to act for the university faculty in all matters pertaining to the immediate governance of the university. As such, the Faculty Council is the major, regulatory body in which curricular issues, faculty tenure and promotion issues, and faculty salary and benefits issues are presented. The Faculty Council has the fundamental general responsibility to speak and act for the General Faculty on matters affecting the University as a whole. Participation in the faculty governance process through the Faculty Council, helps to improve the University and to protect faculty rights.

The members of the Council are all University faculty members serving in full- or part-time faculty positions. Centrally involved in the governance of the university, it comprises elected Representatives (6), Department Chairs, and ex officio members, including the Academic Dean. Representatives of the Council are elected by the faculty of the academic units. Elections to the Faculty Council are conducted every other year during the Winter quadmester. During the first meeting of the Faculty Council, after elections, the Council members will vote on their officers. The Council meets three times throughout the academic year.

The members of the Executive Council are:

Chair

The chair presides at Council meetings, appoints special or ad hoc committees (in consultation with the Council), maintains lines of communication between the Council and the President, university faculty and Staff Council, serves as an ex officio non-voting member on all committees of the University and is the voting faculty representative to the Board of Directors.

(Faculty Handbook (p.2))

University Governance

The primary function of the University is teaching. However scholarly research and other professional activities of the faculty, continuing education, and community service are encouraged, promoted, and supported. In keeping with its focus on teaching, the University seeks to recruit, develop, and retain faculty who are dedicated to quality teaching by providing dynamic classroom learning experiences that integrate theory and practice. The institution values academic freedom and the professional opinions of its diverse faculty.

The Board of Directors is responsible for establishing academic and administrative policy and reviewing the performance of the University and its designated officers. Performance is reviewed by regularly evaluating the accomplishment of goals that may be set forth by the Board of Directors. Board Directors are appointed by the shareholders at the corporate shareholder meeting. According to RNU Bylaws, a faculty representative will sit on the Board of Directors as a voting member. The members of the Board hold their offices for a term of five years from the first day of their appointment and until their successors are appointed and qualified. Directors may be reappointed to serve one additional term for a total of ten years. The Board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the Board except by formal delegation of authority by the governing board as a whole. At present, the Board has 5 members.

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(Catalog p. 9)

Faculty Council Meeting Sign-up Sheet

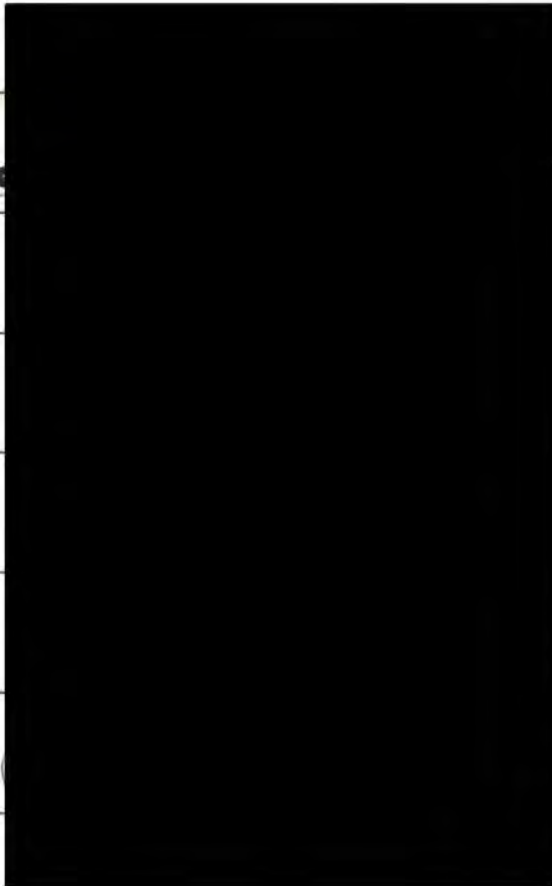
March 4, 2019

and

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Faculty Council Meeting Sign-up Sheet

July 11, 2019



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10th Citation Narrative

Section 3-1-511

Lack of leadership in the business programs. The situation with the leadership of the business programs was a misunderstanding on the part of (b)(6) and miscommunication on the part of Dr. Yang. (b)(6) has gone from a full-time faculty member, his choice, to a part-time faculty member and was under the impression, based on a conversation with Dr. Yang before the term began, that he would have to give up being chair of the business programs. When the site visit team called him, he said he was not the chair. And we had told the team he was the chair. When that message was communicated to Dr. Yang, Dr. Yang called (b)(6) to clear things up and told him he could remain chair of the business programs if he would like to. (b)(6) agreed to remain chair so Dr. Yang suggested he send (b)(6), chair of the site visit team, an email informing her that he would remain chair. He was also asked to copy Dr. Yang. Copy to follow.

11th Citation Narrative

Leveraging community resources and local partnerships supports high-quality academic and enrichment opportunities by broadening the experiences that may be typically offered to RNU students and by expanding access to local expertise. Better aligning and utilizing these resources can also help Reagan National University identify and access low-cost services or facilities to support learning opportunities on and off University property. Pulling in local resources such as professional and trade associations, employers, businesses, community-based organizations, and other entities can effectively maximize opportunities for students and the University community. Attached are schedules for Community Resources for RNU Academic programs. There are speeches from guest speakers and field trips to relevant businesses. Sign-in sheets for those who attended are included.

Community Resources for RNU Academic programs

Program: Computer Science

Date/Time Frame	Event/Activity
Ongoing	On the mailing list of the Dakota Seeds program. This program encourages companies to offer internships in the STEM (Science, Technology, Engineering, and Math), accounting, or manufacturing fields. RNU shares information about this program with students from IT.
Ongoing	Participate activities of the South Dakota Chamber and Economic Development Council. SDCEDC was formed for the purpose of promoting the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.
June 12, 2019	Guest speaker: [REDACTED], VP of Advancement Dakota Resources Writer of <i>TOP 10 COMMUNITY ECONOMIC DEVELOPMENT ACTIONS FOR SOUTH DAKOTA RURAL COMMUNITIES</i> . Sign-up sheet attached.
October 24, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED] Senior VP, Avera Health Sign-up sheet is attached.
October 25, 2019 1:00 – 3:30	Field Trip: Team Logic IT is a company delivers highly available, secure and flexible IT systems, filling the void in the market for a trusted technology advisor. Sign-up sheet is attached.
December 20, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED] VP of Operation, Lewis Drug
January 7, 2020 1:00 – 3:30	Field Trip: Raven is a technology company that creates innovative solutions to great challenges. Utilizing our strength in engineering, manufacturing, and technological innovation, Raven is a leader in precision agriculture, high performance specialty films, and situational awareness markets.
January 14, 2020 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], President, MIDCO

Program: Information Systems Management

Date/Time Frame	Event/Activity
Ongoing	On the mailing list of the Dakota Seeds program. This program encourages companies to offer internships in the STEM (Science, Technology, Engineering, and Math), accounting, or manufacturing fields. RNU shares information about this program with students from IT.
Ongoing	Participate activities of the South Dakota Chamber and Economic Development Council. SDCEDC was formed for the purpose of promoting the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.
June 12, 2019	Guest speaker: [REDACTED] VP of Advancement Dakota Resources Writer of <i>TOP 10 COMMUNITY ECONOMIC DEVELOPMENT ACTIONS FOR SOUTH DAKOTA RURAL COMMUNITIES</i> .
October 24, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], Senior VP, Avera Health Sign-up sheet is attached.
October 25, 2019 1:00 – 3:30	Field Trip: Team Logic IT is a company delivers highly available, secure and flexible IT systems, filling the void in the market for a trusted technology advisor. Sign-up sheet is attached.
December 20, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], VP of Operation, Lewis Drug
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January 14, 2020 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], President, MIDCO

Program: Management

Date/Time Frame	Event/Activity
Ongoing	On the mailing list of the Economic Development Partnership Program. This program provides matching grants to assist in funding equipment and training needs, new staff, or to elevate existing part-time staff, for the purpose of developing or expanding local and community economic development programs. Job opportunities will be shared among student and faculty.
Ongoing	Participate activities of the South Dakota Chamber and Economic Development Council. SDCEDC was formed for the purpose of promoting the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.
Ongoing	Associated with the South Dakota International Trade Center. The ITC office is a partnership between the U.S. Small Business Administration, South Dakota Governor's Office of Economic Development, South Dakota Small Business Development Center, the Sioux Falls Development Foundation and works closely with the U.S. Commercial Service. It can provide import-export data to RNU management students.
Ongoing	Associated with the South Dakota Small Business Development Centers. SBDC provide a full range of confidential business counseling to the state's entrepreneurs. RNU students can also use the service for free counselling.
June 12, 2019	Guest speaker: [REDACTED], VP of Advancement Dakota Resources Writer of <i>TOP 10 COMMUNITY ECONOMIC DEVELOPMENT ACTIONS FOR SOUTH DAKOTA RURAL COMMUNITIES</i> .
October 24, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], Senior VP, Avera Health Sign-up sheet is attached.
October 28, 2019 1:00 – 3:30	Field Trip: Xcel Energy is a major U.S. regulated electric and natural gas delivery company located in Sioux Falls with four utility subsidiaries. It serves 3.6 million electric and 2 million natural gas customers from Minnesota, North Dakota, South Dakota, Wisconsin, Michigan Colorado, Texas and New Mexico. Sign-up sheet is attached.
December 20, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], VP of Operation, Lewis Drug
January 10, 2020 1:00 – 3:30	Field Trip: Baldwin Supply Company is a leading distributor of mechanical power transmission, conveyor belt and electrical control products in the upper Midwest. With our knowledgeable, dedicated staff, convenient stocking locations and our many value-added services.
January 14, 2020 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], President, MIDCO

Program: Finance

Date/Time Frame	Event/Activity
Ongoing	On the mailing list of the Economic Development Partnership Program. This program provides matching grants to assist in funding equipment and training needs, new staff, or to elevate existing part-time staff, for the purpose of developing or expanding local and community economic development programs. Job opportunities will be shared among student and faculty.
Ongoing	Participate activities of the South Dakota Chamber and Economic Development Council. SDCEDC was formed for the purpose of promoting the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.
Ongoing	Associated with the Proof of Concept Fund Program. The Proof of Concept Fund will provide up to (b)(6) investments for eligible applicants to conduct research demonstrating the technical and economic feasibility of an innovation significantly enhancing the likelihood of commercialization of the innovation. It can provide financial data to RNU management students.
Ongoing	Associated with the South Dakota Small Business Development Centers. SBDC provide a full range of confidential business counseling to the state's entrepreneurs. RNU students can also use the service for free counselling.
June 12, 2019	Guest speaker: [REDACTED], VP of Advancement Dakota Resources Writer of <i>TOP 10 COMMUNITY ECONOMIC DEVELOPMENT ACTIONS FOR SOUTH DAKOTA RURAL COMMUNITIES</i> .
October 24, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], Senior VP, Avera Health Sign-up sheet is attached.
October 31, 2019 1:00 – 3:30	Field Trip: Aladdin Companies helps local business grow by providing simple, competitive leasing and financing solutions. We are also an approachable investment partner for growing businesses. Sign-up sheet is attached.
December 20, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], VP of Operation, Lewis Drug
January 11, 2020 1:00 – 3:30	Field Trip: Sprick Financial Group develops business and estate plans and tax minimization strategies for business owners and families. It focuses on the entire financial picture meaning it can handle the investments, insurance needs, and will guide clients as we can in many other areas.
January 14, 2020 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED], President, MIDCO

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— **Continued**

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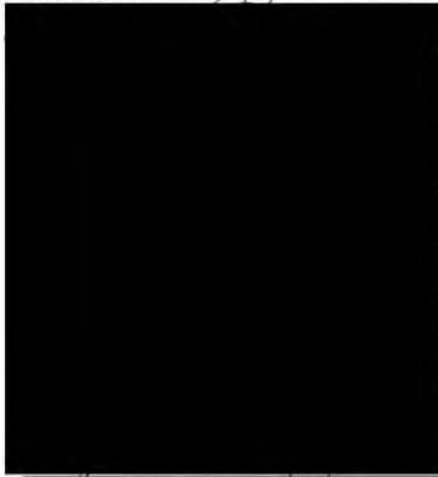
Date	Page

Student Activities Sign-in Sheet

Date/Time: October 25, 2019 1:00 pm

Event/Activity: Field Trip: Team Logic IT

Signature



Student Activities Sign-in Sheet

Date/Time: October 28, 2019 1:00 pm

Event/Activity: Field Trip: Xcel Energy

Signature

Date	Page
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Student Activities Sign-in Sheet

Date/Time: October 31, 2019 1:00 pm

Event/Activity: Field Trip: Aladdin Companies

Signature



12th Citation Narrative

Section 3-1-513

The Computer Science and Management Information Systems programs, both graduate and undergraduate, have been re-evaluated by a team of IT faculty led by Department Chair Dr. Raied Salman. The team is following the Bloom's Taxonomy – cognitive, affective and sensory domains – as guideline to improve the CS – MIS curriculum. The outcomes of this evaluation was reflected by the redesign of course syllabus. In the revised version of syllabus, there are several changes have been made: 1. The learning outcomes of each course have been revised and those verbiage statements were replaced. 2. A required capstone course was added into every IT degree programs and was approved by the Curriculum Committee (Attached) 3. In every course, a research component is added. Students are required to do research by using RNU online library. 4. A faculty supervised lab portion is included in the class.

CURRICULUM COMMITTEE MINUTES

October 28, 2019 10:00 a.m.
Classroom 3

Present: Adam Yang (Academic Dean), [REDACTED] (IT- Chair), [REDACTED] (Graduate Student), [REDACTED], [REDACTED] (Management - Chair), [REDACTED] (Undergraduate Student), [REDACTED] (2014), [REDACTED] (Bluestem Capital – Employer), [REDACTED] (ELBO Computing Resources – Employer)

Meeting was called to order at: 10:00 by Dean Yang. Dr. Yang introduced the new student members Andrew Carey and Heema Patel. These student will be participating members of the Committee and we welcome their participation.

Meeting Minutes

Meeting minutes from June 21, 2019 was distributed.

On a motion made by James Turner and seconded by Jon Zhang, the Committee unanimously approved the minutes, as presented.

The following proposals were acted upon:

Capstone courses

[REDACTED] led a discussion on capstone course. A capstone course is a course designed to be offered in the end of program of a student's major, a course that ties together the key learning objectives that faculty expect the student to have learned during the major, interdisciplinary program, or interdepartmental major.

The faculty member who teaches the course gives the grade for the students; the program faculty or a sub-group of the faculty review and evaluate the work for assessment purposes.

ADVANTAGES:

Capstone courses enable:

- Faculty to assess the cumulative abilities of students within the context of one course;
- Faculty to develop the assessment materials to be evaluated within the context of a course;
- Students to produce work to be assessed as they would produce work for any course;

- Students to demonstrate how they can integrate the knowledge, abilities, and values that faculty have been teaching or demonstrating.

DISADVANTAGES:

The capstone course:

- May not allow enough time for students to devote enough time and effort to truly comprehensive projects;
- May not produce the data faculty need if the exercises or projects are not directly linked to the program learning outcomes and if the faculty teaching the course can do not require what the program faculty have agreed upon;
- May only provide time for students to address the major program outcomes and therefore not allow faculty to assess more detailed learning outcomes or sub-outcomes.

██████████ mentioned the only program at the University has a capstone course is Bachelor degree in Finance. For further discussion, Adam Yang proposed the following courses as capstone courses for all degree programs.

For Bachelor degree in Computer Science:

CSC 499 Computer Science Project (3 Cr.)

This is a special course for selected students to carry out research under the guidance of a faculty member. This course requires the student to prepare a proposal, which must be approved by the Department Chair.

Prerequisite: At least 8 CSC courses completed.

For Bachelor degree in Management Information Systems:

IFS 499 Information Systems Project (3 Cr.)

This is a special course for selected students to carry out research under the guidance of a faculty member. This course requires the student to prepare a proposal, which must be approved by the Department Chair.

Prerequisite: At least 8 IFS courses completed.

For Bachelor degree in Management:

MGT 499 Management Project (3 Cr.)

This is a special course for selected students to carry out research under the guidance of a faculty member. This course requires the student to prepare a proposal, which must be approved by the Department Chair.

Prerequisite: At least 8 MGT courses completed.

For Master degree in Computer Science:

CSC 599 Computer Science Project (3 Cr.)

This is a special course for selected students to carry out research under the guidance of a faculty member. This course requires the student to prepare a proposal, which must be approved by the Department Chair.

Prerequisite: At least 8 courses completed towards the degree.

For Master degree in Finance:

FIN 599 Finance Project (3 Cr.)

The goal of this course is to make students acquainted with current problems in finance. It is designed to give students a survey of the current literature in the field of finance. It also provides a solid grounding in the financial key issues. This course requires the student to prepare a proposal, which must be approved by the Department Chair.

Prerequisite: At least 8 courses completed towards the degree.

For Master degree in Management:

MGT 599 Management Project (3 Cr.)

This is a special course for selected students to carry out research under the guidance of a faculty member. This course requires the student to prepare a proposal, which must be approved by the Department Chair.

Prerequisite: At least 8 courses completed towards the degree.

On a motion made by Patrick Beyer and seconded by Jon Zhang, the Committee unanimously approved the new capstone courses.

The meeting adjourned at 12:11 p.m.

Reagan National University
Curriculum Committee Meeting
Sign-in Sheet

Date/Time: October 28, 2019 10:00 am





13th Citation Narrative

3-1-513(a) and Glossary

All syllabi were revised and textbook information were updated. All revised syllabi are attached.



REAGAN NATIONAL UNIVERSITY

Reagan National University

Syllabus

1. **Administrative Information:**

Course Number: ACC 201

Course Title: Introduction to Financial Accounting

Credit Hours: 3

Prerequisite: No prerequisite

Term: SP 2019

Class Time: Saturday 9:00-12:30

Class Room: 2

Instructor: [REDACTED]

Office Hours: M W 11:00 AM – 1:00 P. M.

Telephone: [REDACTED]

E-Mail: [REDACTED]

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Course Description:

This course is an introduction to concepts on financial accounting, and principles for analyzing the three basic financial statements: the income statement, balance sheet, and statement of cash flows. It covers the preparation of timely, relevant, and reliable reports for decision makers to make important decisions. Important business operations that impact financial positions of firms will be introduced.

Text:

Pratt, J. *Financial Accounting in an Economic Context*, ISBN- 9781119306085, Edition: 10

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class 10%

Revised 2019.10

Homework	10%
Midterm 1	20%
Midterm 2	20%
Research Paper	15%
Final	25%

No makeup exams!!!

The course grades are assigned as:

91 – 100%	-- A
81 – 90%	-- B
71 – 80%	-- C
61 – 70%	-- D
Below 61%	-- F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Class 1. Introduction

- ☐ Introduction to accounting
- ☐ The conceptual framework
- ☐ Ethics in business and accounting
- ☐ Review of the financial statements

Class 2. Analyzing Transactions

- ☐ Double entry accounting system
- ☐ Analyse and record transactions in a journal
- ☐ Post the journal to ledger accounts
- ☐ Prepare a trial balance

Class 3. Accrual Accounting, Adjusting Entries, and Financial Statements

- ☐ Accrual system of accounting versus cash basis
- ☐ The adjustment process
- ☐ Preparing financial statements

Class 4. Internal Control

- ☐ Fraud and the Sarbanes Oxley Act
- ☐ Internal control objectives and procedures
- ☐ Bank reconciliation
- ☐ Control over cash

Short-term Investments and Receivables

- ☐ Short-term investments
- ☐ Accounts and notes receivable
- ☐ Accounting for bad debts
- ☐ Current and quick ratios, receivables ratios

Class 5. Inventory

- ☐ Inventory costing methods; FIFO, weighted average, LIFO
- ☐ Cost of goods sold and lower of market and net realizable value
- ☐ Effect of inventory errors

Class 6 – Midterm Exam

Class 7. Long-term Assets

- ☐ Measuring the cost of property, plant, and equipment
- ☐ Depreciation methods including partial year depreciation and significant components
- ☐ Derecognition of assets
- ☐ IFRS revaluation model
- ☐ Accounting for intangibles
- ☐ Leases: operating and financing
- ☐ Financial statement presentation and disclosures for assets

Class 8. Liabilities

- ☐ Current liabilities and contingencies
- ☐ Long-term liabilities
- ☐ Bonds payable
- ☐ Bond discounts and premiums using the effective interest method
- ☐ Accrual of bond interest
- ☐ Operating leases
- ☐ Financing leases
- ☐ Reporting and disclosure of liabilities

Class 9. Shareholder's Equity

- ☐ Forms of business organization and advantages and disadvantages
- ☐ Shares and shareholder rights including common and preferred
- ☐ Issuing shares
- ☐ Share repurchase
- ☐ Dividends; common and preferred
- ☐ Cash dividends, stock dividends
- ☐ Stock splits
- ☐ Concepts of book value, fair value, earnings per share

Class 10. Statement of Cash Flows

- ☐ Statement of cash flows - basic concepts
- ☐ Preparing the statement of cash flows – indirect method
- ☐ Preparing the statement of cash flows – direct method
- ☐ Free cash flow

Class 11. Financial Statement Analysis

- ☐ Vertical and horizontal analysis

Class 12 Final Exam

Classroom Policies:

You can get policies regarding to the University academic policies from the Student's Handbook on the University web-site or in the University catalog.

Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

Upon successful completion of the course, the student will be able to:

1. Analyze, journalize, and post business transactions;
2. Post journal entries to ledger accounts;
3. Prepare a set of financial statements including the income;
4. Record business transactions in journal form;
5. Obtain a solid understanding of the accounting cycle;
6. Prepare end-of-period adjusting and closing entries.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Exams:

Your exams will send to you separately. There will be instructions to you if protector is needed.

Research Paper:

The final research paper requires students to write a report for the main problems of accounting ethics. Exploring a current workplace problem throughout the course would be extremely beneficial. Students will research the topic thoroughly in order to fully explore and analyze the varying perspectives regarding the selected issue. They must then formulate their own recommendations for resolution of the issue, including justifications and specific strategies for implementation of the recommendations. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Internet Use Requirement:

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial.

Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and the definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

The Learning Environment:

RNU is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the University Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Each student turns in work that is his or her own.

Reagan National University Library Services:

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal (library@rnu.edu) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



REAGAN NATIONAL UNIVERSITY

Reagan National University Syllabus

1. Administrative Information:

Course Number: ACC 215

Course Title: Computerized Accounting

Credit Hours: 3

Prerequisite: ACC 201

Term: WI 2019

Class Time: Thursday 2:00 – 5:45

Class Room: 2

Instructor: [REDACTED]

Office Hours: M W 11:00 AM – 1:00 P. M.

Telephone:

E-Mail: [REDACTED]

3- Course Description:

This course introduces the computer in solving accounting problems. It focuses on operation of computers and presents the accounting cycle and financial statement preparation in a computerized system and other applications for financial and managerial accounting.

4- Course Outcomes:

Upon successfully completing this course the student will be able to:

- Describe and define how to set up inventory items and process inventory transactions.
- Describe and define employee setup and payroll items.
- Manage payroll transactions.
- Describe and define estimates and progress invoicing.
- Set up items to manage pass through expenses.
- Describe and define estimates and time tracking.
- Describe and define how to set up and manage sales tax.
- Describe and define adjustments and year-end procedures.

5- Teaching Procedures:

Teaching procedures for this course will include online classes, professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

6- Text and instructional materials:

Computer Accounting with QuickBooks 2019, 19th Edition, Kay, ISBN: 9781259741104

7- Course Requirements:

Assignment	Value
Home work Projects	30%
Examinations (Midterm/Final)	40%
Final Paper	20%
Class Participation	10%
Total	100 %

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Academic honesty is non-negotiable. All assignments submitted in fulfillment of course requirements must be the student's own work. Plagiarism and/or any other form of academic dishonesty will not be tolerated and will result in a grade of zero on the assignment. Students should consult the Student's Handbook on the University web-site or in the University catalog.

The distribution of certain information about students is governed by the Federal Educational Records Protection Act (FERPA). According to FERPA, student grades may not be posted or given over the phone or the Internet.

8- Classroom Policies:

Library Usage

Library usage is required and will be expected in the development of one or more of your class projects. Library resources provide essential sources of data and information that you will need to successfully complete this course.

Please be aware of the limitations of e-mail and adhere to the following guidelines. Unfortunately, because of past experience, the guidelines now include those e-mail behaviors to which no response will be given.

- Write the Course Code in subject line, then the topic.
- Include a greeting and salutation in all your e-mails.
- Include the name you prefer to be called.

- Retain all related e-mails at the bottom of any response you send and place your response at the top. I will not search through previous e-mails to attempt to discover the topic of our e-mail exchange, nor will I search through a message for new information.
- Content questions that require in-depth explanation are inappropriate for e-mail and you will receive a response asking you to come to office hours to have the question answered.
- Do not use e-mail in emergency situations or when you need a response in less than 24 hours.

The following types of e-mail will receive no response:

- Any e-mail which contains hostile or accusatory language will remain unanswered and the sender may be reported to the appropriate authorities.
- Any e-mail sent requesting a change of grade for any reason other than an error in calculation or recording of points will remain unanswered.
- Any e-mail sent which contains student opinions about the "fairness" of the course or exams will remain unanswered.

9- Attendance, Absence, Lateness, Incomplete:

In accordance with the policies of Reagan National University, class attendance is required, and classes will start promptly at the scheduled time. If a student does not attend during [three] weeks of the [twelve] week course, he/she will be subject to automatic withdrawal from the course.

A course grade of "incomplete" will be given only under very unusual circumstances, and only if the student has completed at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

10- Course Schedule:

Session	Main Topics and Learning Objectives
1	Chapter 1: Quick Tour of QuickBooks 2016 Chapter 2: Customizing QuickBooks and the Chart of Accounts
2	Chapter 3: Banking
3	Chapter 4: Customers and Sales Chapter 5: Vendors, Purchases, and Inventory
4	Chapter 6: Employees and Payroll Case Study 1
5	Chapter 7: Reports and Graphs
6	Mid Term Examination
7	Chapter 8: New Company Setup Chapter 9: Accounting for a Service Company
8	Chapter 10: Merchandising Corporation: Sales, Purchases & Inventory

	Case Study 2
9	Chapter 11: Merchandising Corporation: Sales, Purchases & Inventory Case Study 3
10	Chapter 12: Advanced QuickBooks Features for Accountants
11	Case Study 4
12	FINAL EXAMINATION & Project delivery

11. Final Research Paper:

The final research paper requires students to write a report for the accuracy of accounting programs. Exploring a current workplace problem throughout the course would be extremely beneficial. Students will research the topic thoroughly in order to fully explore and analyze the varying perspectives regarding the selected issue. They must then formulate their own recommendations for resolution of the issue, including justifications and specific strategies for implementation of the recommendations. The paper is expected to be between 8 and 10 pages in length.. Sections of the paper will be developed throughout the course.

12. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

13. The Learning Environment:

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- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.

- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

Reagan National University Library Services:

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal (library@rnu.edu) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

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REAGAN NATIONAL UNIVERSITY

Reagan National University Syllabus

1. Administrative Information:

Course Number:	ACC 319
Course Title:	Managerial Accounting
Credit Hours:	3
Prerequisite:	ACC 201
Term:	FA 2018
Class Time:	Tuesday 2:00 – 5:45
Class Room:	2
Instructor:	[REDACTED]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[REDACTED]

3- Course Description:

This course emphasizes advanced accounting theory, principles and practices for the corporation form of ownership. A major focus of the course is on managerial, cost, and manufacturing accounting and related issues in the corporate environment.

4- Course Outcomes:

After studying all materials and resources presented in the course, the student will be able to:

- Identify the role and scope of financial and managerial accounting and the use of accounting information in the decision making process of managers.
- Define operation and capital budgeting, and explain its role in planning, control and decision making.
- Prepare an operating budget, identify its major components, and explain the interrelationships among its various components.
- Explain methods of performance evaluation.
- Use appropriate financial information to make operational decisions.
- Demonstrate use of accounting data in the areas of product costing, cost behavior, cost control, and operational and capital budgeting for management decisions.

5- Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or

arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

6- Text and instructional materials:

Managerial Accounting: Decision Making for the Service and Manufacturing Sectors, 2e, 9781621784937, by Arnold Schneider, 2017.

7- Course Requirements:

Assignment	Value
Homework Assignments	20%
Exam (Midterm/Final)	25% each
Final Project	20%
Class Participation	10%
Total	100 %

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Academic honesty is non-negotiable. All assignments submitted in fulfillment of course requirements must be the student's own work. Plagiarism and/or any other form of academic dishonesty will not be tolerated and will result in a grade of zero on the assignment. Students should consult the Student's Handbook on the University web-site or in the University catalog.

The distribution of certain information about students is governed by the Federal Educational Records Protection Act (FERPA). According to FERPA, student grades may not be posted or given over the phone or the Internet.

8- Classroom Policies:

Library Usage

Library usage is required and will be expected in the development of one or more of your class projects. Library resources provide essential sources of data and information that you will need to successfully complete this course.

Please be aware of the limitations of e-mail and adhere to the following guidelines. Unfortunately, because of past experience, the guidelines now include those e-mail behaviors to which no response will be given.

- Write the Course Code in subject line, then the topic.
- Include a greeting and salutation in all your e-mails.
- Include the name you prefer to be called.
- Retain all related e-mails at the bottom of any response you send and place your response at the top. I will not search through previous e-mails to attempt to discover the topic of our e-mail exchange, nor will I search through a message for new information.
- Content questions that require in-depth explanation are inappropriate for e-mail and you will receive a response asking you to come to office hours to have the question answered. Do not use e-mail in emergency situations or when you need a response in less than 24 hours.

The following types of e-mail will receive no response:

- Any e-mail which contains hostile or accusatory language will remain unanswered and the sender may be reported to the appropriate authorities.
- Any e-mail sent requesting a change of grade for any reason other than an error in calculation or recording of points will remain unanswered.
- Any e-mail sent which contains student opinions about the "fairness" of the course or exams will remain unanswered.

9- Attendance, Absence, Lateness, Incomplete:

- In accordance with the policies of Reagan National University, class attendance is required, and classes will start promptly at the scheduled time. If a student does not attend during [three] weeks of the [twelve] week course, he/she will be subject to automatic withdrawal from the course.
- A course grade of "incomplete" will be given only under very unusual circumstances, and only if the student has completed at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

10- Course Schedule:

Session	Main Topics and Learning Objectives	Assignments
1	Managerial Accounting and Cost Concepts	1. Read Chapter 1 PDF 2. Practice the Learning Activities
2	Cost Estimation and Cost Volume-Profit Relationships	1. Read Chapter 2 PDF 2. Practice the Learning Activities
3	Product Costing: Attaching Costs to Products and Services	1. Read Chapter 3 PDF 2. Practice the Learning Activities
4	Process Costing	1. Read Chapter 4 PDF 2. Practice the Learning Activities

5	Activity-Based Costing and Just-In-Time Costing	1. Read Chapter 5 PDF 2. Practice the Learning Activities
6	Mid Term Examination	
7	Budgeting for Operations Management	1. Read Chapter 6 PDF 2. Practice the Learning Activities
8	Cost Control through Standard Costs	1. Read Chapter 7 PDF 2. Practice the Learning Activities
9	Joint Cost Allocation and Variable Costing	1. Read Chapter 8 PDF 2. Practice the Learning Activities
10	Managerial Decisions: Analysis of Relevant Information	1. Read Chapter 9 PDF 2. Practice the Learning Activities
11	Capital Investment Decisions	1. Read Chapter 10 PDF 2. Practice the Learning Activities
12	FINAL EXAMINATION & Project delivery	

11- Final Project:

The final research paper requires students to write a report for the Earnings management and its significant perspectives. Exploring a current workplace problem throughout the course would be extremely beneficial. Students will research the topic thoroughly in order to fully explore and analyze the varying perspectives regarding the selected issue. They must then formulate their own recommendations for resolution of the issue, including justifications and specific strategies for implementation of the recommendations. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

12- Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

13- The Learning Environment:

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- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
 - Each student turns in work that is his or her own.
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REAGAN NATIONAL UNIVERSITY

Reagan National University

Syllabus

1. **Administrative Information:**

Course Number: ACC 500

Course Title: Accounting for Managers

Credit Hours: 3

Prerequisite: No prerequisite.

Term: WI 2019

Class Time: Tuesday 2:00 – 5:45

Class Room: 3

Instructor: [REDACTED]

Office Hours: M TU 11:00 AM – 1:00 P. M.

Telephone:

E-Mail: [REDACTED]

2. **Course Description:** This course focuses on using accounting information for strategic, tactical, and operating decisions for decision makers within an organization. It is a study of financial statement analysis, accounting information systems and accounting principles as they apply to managers. It covers the accounting methods utilized by corporations and the utilization of accounting data for cost accounting, decision making, and planning and control.

Teaching procedures: Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

3. **Course Objectives:** The learning objectives of this course are:
- To understand the types of financial challenges that confront today's business managers.
 - To better understand the financial environment in which businesses operate and how the financial environment affects managers' decisions.
 - To understand the role of financial planning and budgeting in business operations.
 - To learn how to use analytical tools such as the financial statement analysis, financial forecasting, time value of money concepts, etc.

4. **Required Text:**

Introduction to Managerial Accounting, 8th Edition.

Peter Brewer and Ray Garrison and Eric Noreen

ISBN 9781259917066

Other learning resources include: The Wall Street Journal (WSJ), the financial sections of The Washington Post, The New York Times; TV programs such as CNBC or CNN Business, Wall Street Week (PBS/WMPt or PBS/WETA, Friday @ 8:30pm); and Web site such as Bloomberg.com.

5. **Course Requirements and Grading:** (i) Two written examinations, a *midterm* and a *final* (see

"Class Schedule" below), (ii) a *Term Paper* on a topic or issue relevant to this course and approved by the Instructor, and (iii) *participation in class discussions* of current topics of interest. Students will be evaluated as follows:

<u>Requirement</u>	<u>% of Course Letter Grade</u>
- Midterm Exam	30%
- Final Exam	30%
- Term Paper	30%
- Class Participation	10%
Total	100%

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
Below 70%	=	F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Exams will consist of questions designed to test students of their mastering of theories, principles and concepts; their ability to reason quantitatively; and their skill in applying theories and concepts to real-world problems. **The midterm exam** will cover chapters 1-6 in the text and the material discussed in class; **the final exam**, material for the entire term with an emphasis on topics covered after the midterm.

The term paper is expected to be between 8 and 10 pages in length, including front and back matter. The term paper requires students to write a report for the Accounting information for managers: How to make the correct decisions? Exploring a current workplace problem throughout the course would be extremely beneficial. Students will research the topic thoroughly in order to fully explore and analyze the varying perspectives regarding the selected issue. They must then formulate their own recommendations for resolution of the issue, including justifications and specific strategies for implementation of the recommendations. The methodology and format will be discussed in class.

6. Academic Integrity: To maintain integrity of scholarship, academic honesty is expected of all students. For further information, students should consult the **Student Handbook** and the **University Catalog**.

7. Class Operations: Classes will start promptly as scheduled, and students are expected to be on time. Excessive lateness and/or absenteeism will be dealt with in accordance with the University's policies. There will be a 10-minute break in the middle of the session. A make-up exam will be given only with the permission of the Instructor. A course grade of "Incomplete" will be given under very

unusual circumstance, and only with the permission of the Director of the Management Division. For further information, students should consult the **Student Handbook**.

Class Schedule

<u>Session</u>	<u>Chapter</u>	<u>Main Topics and Learning Objectives</u>
1.	1	Management Accounting: Its Environment & Future
2.	2	Classifying Costs; Determining Costs of Products
3.	4	Cost Behavior
4.	5	Business Decisions
5.	6	Using Relevant Information
6.		Midterm
7.	7	The Capital Budget
8.	8	The Operating Budget
9.	10	Evaluating Performance (Term Paper due)
10.		Brief review of the material covered in class
11.		Class Presentation
12.		Final Examination

8. Course Outcome:

Upon completing the course, students are expected to be able to:

- Explain the major concepts in the functional areas of accounting, marketing, finance, and management.
- Evaluate the legal, social, and economic environments of business.
- Describe the global environment of business.
- Describe and explain the ethical obligations and responsibilities of business.
- Apply decision-support tools to business decision-making.
- Construct and present effective oral and written forms of professional communication.
- Apply knowledge of business concepts and functions in an integrated manner.

9. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

10. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the counselor for special needs.

11. The Learning Environment:

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REAGAN NATIONAL UNIVERSITY

Reagan National University

Syllabus

1. Administrative Information:

Course Number: ANT 122

Course Title: Introductory Anthropology

Credit Hours: 3

Prerequisite: No prerequisite.

Term: SP 2019

Class Time: Saturday 18:30- 22:00

Class Room: 4

Instructor: [REDACTED]

Office Hours: M, W 1:00 – 3:00 P. M.

Telephone: [REDACTED]

E-Mail: [REDACTED]

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

2. Course Description:

This course focuses on the variety found in the human condition around the world and the evolutionary biological study of human social behavior. It covers all aspects of humankind and other primates in all places and times. Archaeology, cultural anthropology, linguistics and physical anthropology and their relationship to human beings will be discussed.

3. Text:

Introducing Anthropology: An Integrated Approach by Michael Park - 2014, ISBN13: 9780078035067

4. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class	10%
Homework	10%
Midterm	30%
Term Paper	20%
Final	30%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A-
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

5. Course Outlines:

Part I: Anthropology's Contested Pasts and Presents

Week One - Culture, Selves and Others

Week Two - Decolonizing Anthropology: Ambivalent Histories of the Discipline

Week Three - Anthropological Precedents: Race, Evolutionism and New Anthropological Methods at the Turn of the 20th Century

Week Four - Boasian approaches: Race, Language, Culture and History (Early 20th Century)

Week Five: The Promise and Politics of Ethnographic Practice (early 20th century)

- Durkheim's Science of Society and Religion: Primary Categories? (First Decades 20th Century)

Week Six – Midterm Exam

Part II: Rethinking Anthropology

Week Seven - Structure and Function: British Social Anthropology (1930s-40s)

Week Eight - Culture as Primary Structures of Categories? Structuralist Approaches (1960s)

Week Nine -The Symbolic Turn: Symbols, Meaning and Power (1960s and 70s)

Week Ten - Economic Anthropology: Rethinking Value and Exchange (1920s)

Week Eleven - Rethinking Histories: Capitalism, Commodities, Globalization (1980s-2000s)

- Rethinking Gender and Sexuality (1970s-1990s)

Week Twelve – Final Exam

6. Classroom Policies:

You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

7. Term Paper:

The final research paper requires students to write a report for Religious beliefs or practices of a particular society. This topic is by no means exhaustive, however, it was crafted with the intent to illustrate different directions of inquiry that could be embraced within one or more of the

anthropological fields of study. In addition, it illustrates other possibilities for cross curricular analysis. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

8. Attendance, Absence, Lateness, Incomplete:

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

9. Course Outcome:

Upon completion of this course, students will be able to:

1. understand biological evolution of the human species;
2. describe anthropology, and explain why it is holistic ;
3. explain why anthropology is important, especially in today’s world;
4. identify the scientific method and how it is applied in anthropological investigation;
5. compare and contrast anthropological perspectives of cultural relativism and universality.

10. Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

11. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

12. Special Needs and Accommodations:

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REAGAN NATIONAL UNIVERSITY

Reagan National University

Syllabus

1. Administrative Information:

Course Number: ANT 214

Course Title: Human Evolution

Credit Hours: 3

Prerequisite: N/A

Term: WI 2019

Class Time: Online

Class Room:

Instructor: [REDACTED]

Office Hours: M TU 11:00 AM – 1:00 P. M.

Telephone:

E-Mail: [REDACTED]

Catalog Description:

This course provides an overview of the fossil and archaeological evidence for human origins, theory and method in paleoanthropology are emphasized. Furthermore, in this course we will explore the fascinating field of biological anthropology and its underlying mechanisms that allow scholars to construct our historical past (human origins) using evidence from several fields such as genetics, paleoanthropology, archaeology, geology, ecology, zoology and comparative primate morphology.

Text:

The Human Organism: Explorations in Biological Anthropology, by Elizabeth Weiss 2nd ed, 2017. ISBN-13: 978-1516519071. Additional readings will be assigned for specific classes.”

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class	10%
Homework	10%
Midterm	30%

Term Paper 20%
 Final 30%

No makeup exams!!!

The course grades are assigned as:

90 – 100% = A-
 80 – 89% = B
 70 – 79% = C
 60 – 69% = D
 Below 60% = F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Class Schedule:

Class	TOPIC
1	Introduction to biological anthropology
	Evolutionary Biology
2	Cellular and molecular biology
	Mendelism and the modern synthesis
3	Species and speciation
	Life on earth
4	Survey of the living primates
	Primate diet, predation and ecology
5	Primate social and mating behavior
	Primate cognition, communication and tool use
	Mammalian physiology
6	Midterm Exam
7	Geology and dating
	Primate comparative anatomy
	Primate origins
8	Bipedalism – the ape to hominin transition
	Early hominins
9	Australopithecus and Paranthropus
	Early Homo
	Homo erectus and dispersal from Africa

10	Neanderthals
	The origins of modern humans
11	Human adaptation and population genetics
	Modern human variation
	Applied biological anthropology
12	Final Exam

Classroom Policies:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Term Paper:

The term paper requires students to write a report for “What is the importance of neurological evolution for interpret physical evolution of human?” This paper argues that the niche-construction approach is particularly germane to students of human evolution and to researchers using evolutionary methods to interpret human behavior and society. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Attendance, Absence, Lateness, Incomplete:

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

At the end of the course, students will be able to:

1. Understand the biology, ecology and behavior of a number of living primate species, including humans.
2. Understand the application of the scientific method (*i.e.*, how to construct and test a hypothesis).
3. Be able to summarize and describe simple quantitative and qualitative observations and react to such observations critically.
4. Understand the theory of evolution at both the molecular and organismal levels.
5. Understand the nature of the fossil record and the geologic context of fossils.

6. Understand the evidence for primate and human evolution.
7. Understand how the biology, ecology and behavior of extinct human species is reconstructed.
8. Be able to discuss critical events and ongoing issues in human evolution.
9. Begin to develop skills needed to be a critical consumer and ultimately user of the primary scientific literature (e.g., access and use Web of Science, critical consumption of online information).

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn’t their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

The Learning Environment:

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.

- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

Reagan National University Library Services:

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal (library@rnu.edu) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



**REAGAN
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Reagan National University

Syllabus

1. Administrative Information:

Course Number: ANT 219

Course Title: Environmental Anthropology

Credit Hours: 3

Prerequisite: N/A

Term: SP 2019

Class Time: Monday 9:00 – 12:45

Class Room: 4

Instructor: [REDACTED]

Office Hours: M TU 10:00 AM – 12:00 P. M.

Telephone:

E-Mail: [REDACTED]

Catalog Description:

This course introduces students to the various ways in which anthropology has sought to understand human-environment relations, both from utilitarian perspectives (such as cultural ecology, ethnoecology, and political ecology) and symbolic ones (where anthropologists have focused on the meanings people give to the non-human world).

Text:

We will draw our readings from the following sources:

1. *Environmental Anthropology* (EA) by Patricia Townsend is a our basic text for exploring the development of environmental anthropology within the discipline;
2. *The Environment in Anthropology* (AE) edited by Nora Haenn and Richard Wilk is a reader that surveys key themes in contemporary environmental anthropology;
3. *An Unnatural History of the Sea* (UN) by Callum Roberts is a marine biologist's penetrating study of the historical ecology of the world's oceans and fisheries, huge and critical elements our environment upon which we are just beginning to understand the nature and scale of human impacts and their ecological consequences.;
4. *Hawaiian Fisherman* (HF) by Edward Glazier is a brief cases study that examines a modern ethnic fishing community adapting to major environmental and socioeconomic changes.
5. *Salmon Nation* (SN) might be described as a popular work of environmental anthropology, analyzing the troubled relationship between people and salmon in the Pacific Northwest.
6. *Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to South Dakota* (CG) by Jim Igoe scrutinizes the phenomenon of protecting lands, wildlife, and other resources in National parks for consumption by tourists, and the problems this poses for indigenous societies dependant on these places.
7. *Reverse Anthropology* by Stuart Kirsch is an in-depth consideration of Yonggom (New Guinea) indigenous perspectives on environmental rights, justice, and contemporary ecological problems.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class	10%
Homework	10%
Midterm	30%
Final	50%

The course grades are assigned as:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Research Paper: The research paper requires students to write a report for “Cultural Ecology And Environmental Anthropology”. This paper discusses differing schools of thoughts when it comes to understanding the “making” of “culture”. Nevertheless, both Cultural Ecology and Environmental Anthropology implement the ideology of “nature”, consisting facets of landscape, geography, and the environment as the focal methodology to investigate the construction of what we know as “culture”. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Class Schedule:

Class	TOPIC	READING
1	What are the key issues in understanding human-environmental relations from an anthropological perspective? Ontology & epistemology, unit & scale, infrastructure-core-base-superstructure. What is an ecosystem?	EA 1-4 AE 1-4, 12, 36 Talking Points #1 Due
2	The evolution of environmental anthropology theory and method from ethnoecology to political ecology. Case study 1: The ethnoecology and political ecology of Hawaiian Fishing.	EA 5-6 AE 5-6, 19; Dove (WebCT) HF (all) Talking Points #2 Due
3	Anthropological perspectives on water, land, and sea Film: <i>The Navigators</i> . People and fish in marine environments: salmon.	UH-Part I (Ch 1-7) Erlandson and Fitzpatrick (WebCT), Trietler Midgett (WebCT) UH Part I (8-11), S (selections); Langdon (WebCT)
4	People and fish in marine environments: cod, and herring Marine mammals and climate change.	UH Part II; Fagan (WebCT) Talking Points #3 Due Kingston (Web CT); Smith (WebCT), and TBA (Web CT)
5	Marine Protected Areas (MPAs) and the political ecology of conservation.	UH Part III, Blount & Pitchon (WebCT); AE 32; Greenburg (WebCT)

6	Midterm Exam	
7	Marine Protected Areas/Anthropology of Water Symposium. Terrestrial Protected Areas (National Parks), conservation and globalization.	CG 1-3; AE 21, 34; EA 11 Talking Points Due #4
8	Protected Areas, conservation and sustainable development. Conserving biodiversity and sustainable communities.	CG 4-End; AE 25, 26, 27 EA 10; AE 20, 22, 23, 24; Thornton (WebCT)
9	Case study #2: "reverse anthropology" and social environmental in New Guinea.	RA 1-4 RA 5-End Talking Points Due #5
10	Environmental Justice.	EA 15, 16, 17; Nadasdy (WebCT)
11	Consumption and Globalization.	AE 9, 10, 33, 37, 38, EA 12; AE 40, 41
12	Final Exam	

Classroom Policies:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

At the end of the course, students will be able to:

1. Express general knowledge of the history, goals, and methodology of environmental anthropology through written assignments and oral discussions
2. Understand environmental and cultural diversity, and to practice an understanding of diversity by working with others collaboratively in group projects
3. Comprehend ecological approaches, such as environmental determinism, cultural ecology, political ecology, economic ecology, historical ecology, and spiritual ecology through discussion, projects, and quizzes
4. Articulate a basic understanding of the economic, social, political, and environmental factors affecting world subsistence systems through integrated assignments, projects, group discussions, and writing assignments
5. Demonstrate understanding of dynamics between local knowledge and lifeways and modernization and globalization through presentations, discussion, and essays
6. Research, write, and/or present on a particular concept, place, or specific group of people as related to human-environment interactions using appropriate, reliable, and reputable sources from database research and/or internet.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

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Special Needs and Accommodations:

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As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.

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REAGAN NATIONAL UNIVERSITY

Reagan National University

Syllabus

1. Administrative Information:

Course Number: ART 115

Course Title: Modern Art History

Credit Hours: 3

Prerequisite: N/A

Term: WI 2019

Class Time: Friday 9:00 – 12:45

Class Room: 4

Instructor: [REDACTED]

Office Hours: M W 11:00 AM – 1:00 P. M.

Telephone:

E-Mail: [REDACTED]

2. Course Description:

This course is an introduction to the western contemporary art that comprise 19th- and 20th-century modern art. It will be a detailed survey of the beginning of art, including painting, sculpture, architecture and photography as well as recent developments in the idea of medium such as conceptual art. The focus will be heavily theoretical, but it will also require students to acquire some basic historical knowledge of contemporary events.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the **QUALITY** of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

Culture and Values: A Survey of the Western Humanities by Lawrence Cunningham.
Published by International Thomson Publishing, 8th ed. (ISBN: 978-1285458182)

5. Course Requirements:

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

Examinations

There are two in-class exams and they are scheduled as:

Midterm: 6th class period

Final: last class

6. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Midterm	40%
Term Paper	20%
Final	40%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A-
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Class Schedule:

Week 1: What is modern?

The basics

Why look at art? ([video](#))

A beginner's guide to the history of Western culture ([essay](#))

Becoming modern ([essay](#))

Art + context: Monet and Malevich ([video](#))

Women artists in nineteenth-century France (Metropolitan Museum of Art [essay](#))

Standards during a time of change

Introduction to the Salon and the Royal Academy (Metropolitan Museum of Art [essay](#))

Jean-Auguste-Dominique Ingres, *The Apotheosis of Homer*, 1827 ([essay](#))

Thomas Couture, *Romans of the Decadence*, 1847 ([video](#))

The modern city

François Rude, *La Marseillaise (The Departure of the Volunteers of 1792)*, 1833-36 ([essay](#))

Haussmann the Demolisher and the Creation of Modern Paris ([essay](#))

Jean-Baptiste Carpeaux, *Dance*, 1865-69 ([video](#))

Charles Garnier, Opera House, 1860-75 ([video](#), [essay](#))

Barry and Pugin, Palace of Westminster (Houses of Parliament), 1840-70, London ([video](#))

Terms to know:

Baron Haussmann

Napoleon III

boulevard

bourgeois

urbanization

Salon Carré

Royal Academy and Académie royale de peinture et de sculpture

Week 2: Early photography and the Pre-Raphaelites

Early photography

Early photography: Niépce, Talbot and Muybridge ([essay](#))

Louis Daguerre, *Paris Boulevard*, 1839 ([essay](#))

Making Daguerreotypes (Getty Museum [video](#))

The wet collodion process (Getty Museum [video](#))

Lady Clementina Hawarden, *Clementina and Florence Elizabeth Maude, 5 Princess Gardens*, c. 1861 ([essay](#))

Julia Margaret Cameron, *Mrs. Herbert Duckworth*, 1867 ([essay](#))

P.H. Emerson's naturalistic photography (Getty Museum [video](#))

Timothy O'Sullivan, *Ancient Ruins in the Cañon de Chelle*, 1873 ([essay](#))

Pre-Raphaelite art and context

A beginner's guide to the Pre-Raphaelites ([essay](#))

Sir John Everett Millais

Isabella, 1848-49 (Tate [video](#))

Christ in the House of His Parents, 1849-50 ([video](#), [essay](#))

Ophelia, 1851-52 ([video](#), [essay](#))

Portrait of John Ruskin, 1853-4 ([essay](#))

William Holman Hunt

Our English Coasts ("Strayed Sheep"), 1852 ([video](#), [essay](#))

The Awakening Conscience, 1853 ([video](#), [essay](#))

Ford Madox Brown, *Work*, 1852-65 ([essay](#), Tate [video](#))

Dante Gabriel Rossetti

Ecce Ancilla Domini, 1849-50 ([essay](#))

Proserpine, 1874 ([essay](#))

Emily Mary Osborn, *Nameless and Friendless*, 1857 ([essay](#))

William Butterfield, *All Saints*, Margaret Street, London 1849-59 ([video](#))

William Morris and Philip Webb, *Red House*, Bexleyheath, 1860 ([essay](#))

Terms to know:

Royal Academy of Arts (R.A.)

Pre-Raphaelite Brotherhood (PRB)

Medieval

Raphael
Quattrocento
John Ruskin
camera obscura
daguerreotype

Week 3: Realism: inventing the avant-garde

France

A beginner's guide to Realism ([essay](#))

Gustave Courbet

The Stonebreakers, 1849 ([essay](#))

A Burial at Ornans, 1849-50 ([video](#))

The Meeting (Bonjour Monsieur Courbet), 1854 ([essay](#))

The Artist's Studio, 1854-55 ([essay](#), [video](#))

Rosa Bonheur

Plowing in the Nivernais, 1849 ([video](#))

Sheep in the Highlands, 1857 ([video](#))

Jean-François Millet

The Gleaners, 1857 ([video](#))

L'Angélus, c. 1857-59 ([video](#))

Édouard Manet

Music in the Tuileries Gardens, 1862 ([essay](#))

Le déjeuner sur l'herbe (Luncheon on the Grass), 1863 ([video](#))

Olympia, 1863 ([video](#))

Émile Zola, 1868 ([video](#))

The Railway, 1872-73 ([essay](#))

Corner of a Café-Concert, 1878-80 ([video](#))

A Bar at the Folies-Bergère, 1882 ([video](#))

Eva Gonzàles, *A Loge at the Théâtre des Italiens*, 1874 ([essay](#))

United States

James Abbott McNeil Whistler

Symphony in White, No. 1: The White Girl, 1862 ([essay](#))

Nocturne in Black and Gold: The Falling Rocket, 1875 ([essay](#))

Eastman Johnson, *A Ride for Liberty -- The Fugitive Slaves*, c. 1862 ([essay](#))

Thomas Eakins

The Champion Single Sculls (Max Schmitt In A Single Scull), 1871 ([essay](#))

The Gross Clinic, 1875 ([essay](#))

Winslow Homer

The Fog Warning (Halibut Fishing), 1885 ([video](#))

Grafton Tyler Brown, *View of Lower Falls, Grand Canyon of the Yellowstone*, 1890 ([essay](#))

The Peredvizhniki (Russia)

Ilya Repin, *Krestny Khod (Religious Procession)*, 1880-83 ([essay](#))

Terms to know:

avant-garde
Paris Commune
Ornans
Nivernais
gleaner
Tuileries Gardens
Peredvizhniki
flâneur
Salon des Refusés

Week 4: Impressionism: rejection of permanence**Introduction**

A beginner's guide to Impressionism ([essay](#))
How the Impressionists got their name ([essay](#))
Impressionism: Art and Modernity (Metropolitan Museum of Art [essay](#))
Japonisme (Metropolitan Museum of Art [essay](#))
Berthe Morisot, *The Mother and Sister of the Artist*, c. 1869-70 ([video](#))
Edgar Degas
The Bellelli Family, 1858-67 ([video](#))
At the Races in the Countryside, 1869 ([video](#))
The Dance Class, 1874 ([video](#))
Little Girl Practicing at the Bar, c. 1878-80 ([video](#))
Visit to a Museum, c. 1879-90 ([video](#))
Gustave Caillebotte, *Paris Street; Rainy Day*, 1877 ([video](#))
Mary Cassatt
In the Loge, 1878 ([video](#))
Little Girl in a Blue Armchair, 1878 ([essay](#))
The Coiffure, 1890-91 ([essay](#))
The Child's Bath, 1893 ([video](#))
Pierre-Auguste Renoir
The Grands Boulevards, 1875 ([video](#))
Moulin de la Galette, 1876 ([video](#))
The Large Bathers, 1884-87 ([video](#))
Claude Monet
Cliff Walk at Pourville, 1882 ([video](#))
Poplars, 1891 ([video](#))
Rouen Cathedral Series, 1892-94 ([video](#))
Water Lilies, 1918-26 ([video](#))

Terms to know:

Japonisme
en plein air
scumble
impasto

Giverny
Rouen Cathedral

Week 5: Post-Impressionism: the subjective eye

An Introduction (Metropolitan Museum of Art [essay](#))

Georges Seurat

Bathers at Asnières, 1884 ([video](#))

A Sunday on La Grande Jatte, 1884-86 ([video](#))

Paul Gauguin

Vision After the Sermon: Jacob Wrestling with the Angel, 1888 ([video](#))

Nevermore, 1897 ([video](#))

Oviri, 1894 ([essay](#))

Where do we come from? What are we? Where are we going?, 1897-98 ([essay](#))

Vincent van Gogh

Self-Portrait Dedicated to Paul Gauguin, 1888 ([video](#), [essay](#))

Self-Portrait with Bandaged Ear, 1889 ([essay](#))

The Bedroom, 1889 ([video](#))

The Starry Night, 1889 ([essay](#))

Paul Cézanne

An introduction ([essay](#))

The Bather, 1885-86 ([essay](#))

The Basket of Apples, 1893 ([essay](#))

Still Life with Plaster Cupid, c.1895 ([essay](#), [video](#))

Turning Road at Montgeroult, 1898 ([essay](#))

Mont Sainte-Victoire, 1902-04 ([essay](#))

The Large Bathers, 1906 ([video](#))

Paul Cézanne's approach to watercolor (Getty Museum [video](#))

Terms to know:

Color theory (Michel Eugène Chevreul and Ogden Nicholas Rood)

divisionism

passage

Neo-Impressionism

Rene Decartes

Brittany

Arles

subjectivity

Île de la Jatte

Orientalism

Week 6: Midterm Exam

Week 7: The *Fin de siècle*

Austria

Böcklin, *Self-Portrait with Death Playing the Fiddle*, 1872 ([video](#))